



## Office of the Governor

### **P-16 ADVISORY COUNCIL November 9, 2011**

#### Summary Report of Meeting

The P-16 Advisory Council held a meeting on Wednesday, November 9, 2011 in the Guinn Room of the Capitol Building in Carson City with videoconference to the conference room of the Governor's Office in the Grant Sawyer Building in Las Vegas. The agenda is included with this report as Attachment A.

Council members present in Carson City: Senator Barbara Cegavske, Vice Chair  
Caryn Swobe  
Stacy Woodbury  
John LaGatta  
Chancellor Dan Klaich  
Superintendent Keith Rheault

Council members present in Las Vegas: Bret Whipple  
Trustee Erin Cranor  
Senator Joseph Hardy  
Assemblywoman Lucy Flores  
Regent Cedric Crear  
Sue Daellenbach  
Linda Johnson

Governor's Office staff present in Carson City: Judy Osgood

Governor's Office staff present in Las Vegas: Monica Phillips

Audience signed in as attending in Carson City:  
Ray Bacon, Nevada Manufacturer's Association  
Pepper Strum, Legislative Council Bureau  
Mindy Martini, Legislative Council Bureau  
Greg Weyland, Nevada Department of Education  
Sean Whaley, Nevada News Bureau  
Craig Stevens, Nevada State Education Association  
Roger Rahming, Nevada Department of Education  
David Schwartz, Las Vegas Sun

Audience signed in as attending in Las Vegas:  
None signed in

#### Call to Order and Roll Call

Senator Cegavske, Presiding Vice Chair, called the meeting to order at 9:05 am. Council members were asked to introduce themselves.

#### Welcome and Opening Remarks

Governor Sandoval welcomed the Council and discussed the education reform efforts in Nevada that will link with the Council's work on data systems.

#### Public Comments

Before comment was received, Vice Chair Senator Cegavske asked members of the public to introduce themselves.

Craig Stevens, Nevada State Education Association, presented public comment. He expressed concern that Council membership does not include an educator and stated that the educator's voice needs to be heard by the Council. Member Assemblywoman Flores pointed out that the statute creating the Council does not require appointment of an educator. Vice Chair Senator Cegavske suggested that the Council look into adding an educator to as a non-voting Council member if allowed by statute.

#### Selection of Chair and Vice Chair

The Council discussed the selection of a Chair and Vice Chair. Action was taken and the Council elected Senator Cegavske as Chair and Senator Hardy as Vice Chair of the Council.

#### Review of Executive Order

Judy Osgood, Policy Analyst, Office of the Governor, reviewed the statutory structure of the Council and outlined the tasks identified for the Council in the Executive Order, which is included as Attachment B. The Council discussed the fact that identification of a funding source is necessary to support the longitudinal data system recommendations made by the Council.

#### Overview of Nevada's Education Data Systems

Pepper Sturm, Chief Deputy Research Director, Legislative Council Bureau, provided the Council with an overview of Nevada's K-12 public school statewide student information system, which is included as Attachment C.

Glenn Meyer, Director of Information Technology, Nevada Department of Education, provided an overview of Nevada's SMART and SAIN education data systems, which is included as Attachment D.

Sue Daellenbach, Assistant Superintendent, Assessment, Accountability, Research and School Improvement, Clark County School District, provided an overview of CCSD student information system data, which is included as Attachment E.

Crystal Abba, Associate Vice Chancellor for Academic and Student Affairs, Nevada System of Higher Education, provided an overview of data sharing between NSHE, NDE and DETR, which is included as Attachment F.

#### Discussion of Work Plan and Meeting Schedule

The Council discussed resource needs and the need for creating work groups to accomplish the tasks outlined in the Executive Order. Judy Osgood will communicate with Council members about their interest in being assigned to various work groups that will be formed. Council members expressed support for working with the Data Quality Campaign to assist with development of recommendations for a governance structure and vision for the state's longitudinal data system (items 2(a) and 2(d) in the Executive Order).

The Council discussed the importance of identifying a governance structure, which is a critical piece of the FY12 Statewide Longitudinal Data System (SLDS) Grant that NDE is applying for. The Council agreed with Vice Chair Senator Hardy's recommendation that the Council be considered the state's cross-agency governance structure until another entity is identified.

The Council agreed to hold its next meeting on **January 11, 2012 at 9 am in Carson City and Las Vegas**. Chair Senator Cegavske indicated that DQC and/or other consultants will be invited to the meeting to assist the Council with its work. The agenda will also include a review of NDE's SLDS grant application and an update of activity of the Teachers and Leaders Council. The Council discussed the need to include the following three liaisons at the next meeting: a representative from the Early Childhood Advisory Council (ECAC), a representative from Department of Employment, Training and Rehabilitation, and a teacher. Member Flores indicated her willingness to serve as the ECAC liaison.

#### Public Comment

Craig Stevens stated that NSEA would be willing to provide financial support to any educator assigned to work with the Council.

Ray Bacon provided general comment about other related efforts in Nevada.

The meeting was adjourned at 12:35 p.m.

## Attachment A

### Agenda



**STATE OF NEVADA  
OFFICE OF THE GOVERNOR BRIAN SANDOVAL**

**PUBLIC NOTICE OF MEETING**

**P-16 ADVISORY COUNCIL**

Wednesday, November 9, 2011 at 9:00 a.m.

**Simultaneous Videoconference:**

State Capitol Building Annex  
Guinn Room (2<sup>nd</sup> floor)  
101 North Carson Street  
Carson City, Nevada

Grant Sawyer State Office Building  
Suite 5100  
555 East Washington Avenue  
Las Vegas, Nevada

**AGENDA**

*In accordance with Nevada's Open Meeting Law, the Council reserves the right to consider agenda items out of order. The Council may combine two or more agenda items for consideration and remove an item from the agenda or delay discussion relating to an item on the agenda at any time. The Council Chair reserves the right to call on individuals from the audience or to allow for public comment at any time. The Council reserves the right to limit public comment to five minutes.*

1. Call to Order; Roll Call - Senator Barbara Cegavske, Vice Chair
2. Welcome and Opening Remarks - Governor Brian Sandoval
3. Introduction of Council - Senator Cegavske
4. Public Comments
5. Selection of Chair and Vice Chair - Senator Cegavske (for possible action)
6. Review of Executive Order - Judy Osgood, Policy Analyst, Office of the Governor
7. Overview of Nevada's Education Data Systems (for possible action)

Glenn Meyer, Director of Information Technology, Nevada Department of Education

Crystal Abba, Associate Vice Chancellor for Academic and Student Affairs, Nevada System of Higher Education

Sue Daellenbach, Assistant Superintendent, Assessment, Accountability, Research and School Improvement, Clark County School District

Pepper Sturm, Chief Deputy Research Director, Legislative Council Bureau

8. Discussion of work plan and meeting schedule - Chair (for possible action)
9. Public Comments
10. Adjournment

*Minutes for this meeting will be produced in a summary format.*

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*Reasonable efforts will be made to assist and accommodate disabled person(s) attending the meeting. Please call Rebecca Josten at (775) 684-5670 in advance if special arrangements are necessary.*

Notice of this meeting was posted at the following Carson City, Nevada locations:

Capitol Building, Main Floor and Basement, 101 North Carson Street

Nevada State Library & Archives, 100 North Stewart Street

Department of Education, 700 East Fifth Street

Legislative Building, 401 South Carson Street

Notice of this meeting was emailed for posting to the following Nevada locations: the 17 Nevada County School District Superintendents' Offices, the offices of the Department of Education in Las Vegas, and the Grant Sawyer State Office Building in Las Vegas.

Notice of this meeting was posted on the internet through the Governor's website at <http://gov.nv.gov/>.

Attachment B

Executive Order



**Executive Order 2011-17  
DIRECTING NEVADA'S P-16 ADVISORY COUNCIL TO  
REVIEW EDUCATION DATA SYSTEMS IN THIS STATE**

**WHEREAS**, in June of 2011, a number of bills were signed which will have profound and far-reaching implications for improving Nevada's education system.

**WHEREAS**, if implemented successfully, these education initiatives will enhance the quality of instruction and improve student achievement throughout Nevada.

**WHEREAS**, the effective use of high-quality education data is integral to the success of these reforms.

**WHEREAS**, such an effective education data system requires coordination between executive and legislative branches of government, local school districts, Nevada's System of Higher Education, educators in classrooms, and early childhood care providers.

**WHEREAS**, on April 20, 2011, over 50 of Nevada's key education and policy leaders attended a planning session hosted by my office to explore the current state of Nevada's data system and its capacity.

**WHEREAS**, Nevada's P-16 Advisory Council ("Council") was created by statute, at NRS 400.030, to help coordinate education efforts in Nevada from the preschool through postsecondary levels, to ensure that students are prepared adequately to transition from secondary education to higher education and careers.

**WHEREAS**, the Council has the authority to address the data information system for pupils enrolled in the public schools and may establish committees to assist the Council in carrying out its duties.

**WHEREAS**, Article 5, Section 1 of the Nevada Constitution provides that, "The Supreme Executive Power of this State shall be vested in a Chief Magistrate who shall be Governor of the State of Nevada."

**NOW, THEREFORE**, by the authority vested in me as Governor by the Constitution and laws of the State of Nevada, it is hereby ordered as follows:

1. The Council shall meet as soon as practicable to discuss a strategy for conducting a collaborative review of existing data systems in this state and making



recommendations for the design and implementation of a quality statewide longitudinal education data system that tracks student and educator data from early childhood through postsecondary levels of education.

2. The Council or any committee formed to assist the Council with its data system initiative may convene as frequently as necessary to conduct its review and formulate recommendations. The recommendations shall address, without limitation, the following:
  - a. Establishing a cross-agency governance structure with representatives who have decision-making authority.
  - b. Identifying resource needs in the areas of staffing, technology, and funding.
  - c. Developing policies that outline what data are shared and how; where they will be stored; how often they will be updated; who will conduct analyses; how privacy will be protected, etc.
  - d. Creating a vision for the state's longitudinal data system to ensure it will support the state's education and workforce development needs.
  - e. Any necessary legislation to carry out the Council's recommendations.
3. The Council shall ensure that its efforts and recommendations are coordinated with recommendations developed by the Teachers and Leaders Council related to a statewide performance evaluation system.
4. The Council shall prepare quarterly reports of its activity and submit the reports to my office no later than February 1, May 1, and August 1, such that all work is completed on the assignments provided for in this order by August 1, 2012.
5. Meetings of the Council or committee shall be held in Carson City at the State Capitol with members participating, if necessary, by videoconference from the Sawyer Building in Las Vegas. Meetings are subject to the requirements of NRS 241, the Open Meeting Law.
6. Nothing herein shall be interpreted as inconsistent with NRS Chapter 400.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this 7th day of October, in the year two thousand eleven.

  
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Governor of the State of Nevada

By the Governor:

  
\_\_\_\_\_  
Secretary of State of Nevada

\_\_\_\_\_  
Deputy



## Attachment C

### Overview of Nevada's K-12 Public School Statewide Student Information System



## OVERVIEW OF NEVADA'S K-12 PUBLIC SCHOOL STATEWIDE STUDENT INFORMATION SYSTEM

PREPARED BY H. PEPPER STURM  
NOVEMBER 2011  
RESEARCH DIVISION  
LEGISLATIVE COUNSEL BUREAU

Since 1994, State level policy makers have envisioned a single statewide student information system to provide standardized information as part of a comprehensive system of public school accountability. The original Statewide Management of Automated Records Transfer (SMART) system eventually proved unworkable, and the current System of Accountability Information for Nevada (SAIN), while useful, is undergoing changes to make it responsive to current needs. Since the State student data program began in 1997 and, continuing through Fiscal Year (FY) 2011, the Nevada Legislature has made General Fund appropriations of \$25,037,147. Since FY 2006, the State began receiving, or has been approved for, additional federal grant funds which will total approximately \$7,744,730 by the end of FY 2012. The Legislature has appropriated a little over \$25 million in State funds since the project was proposed, with an additional \$7.7 million allocated to the program through federal grants.

### SMART (STATEWIDE MANAGEMENT OF AUTOMATED RECORDS TRANSFER)

In 1993, Nevada's Department of Education (NDE) used a grant from the National Center for Education Statistics to analyze the feasibility of automating student records statewide. The results of the analysis were contained in the September 1994 report titled *SMART Plan*. The SMART system was designed to be a joint project between the State and the school districts. The Legislature was asked for funds to purchase equipment and software for the school districts' local student information systems, and the State was to receive information "uploaded" into the statewide system (SMART) for its own State reporting and information needs. The project was supposed to have progressed in a series of phases, from pilot program to a statewide system within approximately five years.

The Department and the school districts approached the 1995 Legislature to request \$11.5 million to begin implementation; the Legislature approved \$2.5 million for a pilot program in six districts—this was Phase I of SMART.

Phase II—the expansion of SMART to all 17 school districts—took place during the 1997-1999 Biennium. The NDE objectives during this phase included the establishment of uniform standards, procedures, and protocols, including security matters. Although statewide data was promised at the end of this phase, no such information was produced.

Phase III during the 1999-2001 Biennium provided additional funding, primarily to the Clark County School District, to complete its implementation process. Technical issues were encountered with software designed to extract data from the local student information systems, and no statewide data was provided.

Phase IV was conducted over the 2001-2003 Biennium, expanding the system to charter schools and providing upgraded hardware and software to the districts and the NDE in an attempt to make the statewide system operable. Although progress was made, additional technical issues and policy considerations delayed the program from becoming fully functional.

By the 2003 Legislative Session, it became apparent to all the concerned parties that the State level information would not be forthcoming due to insurmountable technical issues, the most significant being the NDE was not able to generate reports through the various student information systems utilized by the individual school districts. There was growing concern that No Child Left Behind was imposing substantial requirements for timely information that classroom teachers, school principals, local school boards, and State policy makers needed to meet student achievement targets. It became apparent that school districts needed to purchase new software or upgrades to address additional school reporting and school improvement requirements. Further, there were aspects of No Child Left Behind that the existing SMART system could not address. Essentially, SMART was a student information system. No Child Left Behind contains nonstudent information needs that schools, districts, and the State were required to address for school improvement and federal reporting requirements. Data concerning teacher qualifications, school facility safety issues, and miscellaneous specialized data, including certain information about Limited English Proficient (LEP) pupils, and disabled students were now required. Both school districts and State policy makers concluded that the SMART system was not comprehensive enough or flexible enough to address all these needs.

### **SAIN (SYSTEM OF ACCOUNTABILITY INFORMATION FOR NEVADA)**

Following policy and budget approval by the 2003 Legislature, the SMART system was replaced by the new System of Accountability Information for Nevada (SAIN). Following a Request for Proposal process, the NDE entered into a contract with Otis Educational Systems, Inc. (OtisEd). For the first time, the system was able to integrate data from multiple sources and provide uniform information concerning schools, school districts, and the State.

The new system allowed for more frequent accountability reporting, the ability to “wrap” State and local systems, improve data quality issues, and major cost savings compared to the more

labor-intensive process previously utilized by SMART. The system provided a direct extract from each district's student information system, while implementing district data storage. Data was collected, corrected, and validated with an improved State operational reporting component. The changes made within the system met compliance requirements for states and districts under the federal No Child Left Behind Act (NCLB), and for the first time provided policy makers and the public with an interactive, web-based report card system for Nevada's schools, districts, and the State (see <http://www.nevadareportcard.com/>).

The NDE was also successful in obtaining a federal grant for implementing a State longitudinal data system related to NCLB needs. This grant accounted for approximately \$1.7 million beginning in 2005, with another round of \$6 million beginning in FY 2009 and continuing through FY 2012. In support of SAIN and other technical programs, the 2009 Legislature authorized four additional staff for the NDE's new technology office, plus a new office director. According to the Department, the additional staff is able to cover the State's technical programs, such as SAIN, as the programs move forward. Previously, the NDE had to contract information technology services through the Department of Information Technology. By 2009, much of SAIN was in place, and the NDE focused upon maintaining and upgrading the system, as needed.

By the 2011 Legislative Session, the NDE had utilized most of its federal grants for developing the State's longitudinal data system, although the licensing fees, technology, and programs associated with the SAIN program were covered through FY 2012-2013. The Department anticipates requesting more State-level funding for the SAIN program in the next legislative session once the federal grant is exhausted. During the 2011 Legislative Session, the Legislature approved \$449,274 over the 2011-2013 Biennium for operations and maintenance of the SAIN program, a 6 percent increase over the \$421,866 actually spent on the SAIN program for the 2009-2011 Biennium.

In reports to the 2011 Legislature, the Department also provided the following updates concerning SAIN:

- Due to the priority for linking the teacher database to the system, the linkage between K-12 student data and the Nevada System of Higher Education would be one of the Department's last projects to complete. The NDE projected that the Department would begin working on the linkage in fall 2011, but the work would not culminate in a permanent solution. The Superintendent noted that with NDE's federal grants being expended, the agency would be limited in what it could accomplish with the linkage. He added that the federal government may extend the federal grants to the Department for an additional year.
- The NDE is concentrating on the teacher licensing database and finishing the SAIN program to facilitate the Growth Model. It is anticipated the teacher licensing database will be completed by the fall of 2011.

## POTENTIAL ISSUES

Several potential issues remain with Nevada's statewide student longitudinal database. These include the following:

1. **Potential Revisions to the Family Educational Rights and Privacy Act (FERPA)**—As noted by the Southern Regional Education Board, FERPA transformed the way Americans thought about and used education data from the time the United States Congress passed it. As states ramped up their statewide longitudinal data systems after the *No Child Left Behind Act of 2001* was passed, policy makers and education leaders realized that FERPA had erected barriers to data-sharing among state agencies. Restrictions on the flow of information among agencies affected policy makers' ability to get the information they needed to make decisions on issues involving multiple agencies, from pre-K to K-12 to postsecondary education. While FERPA currently allows for the sharing of student information up the education pipeline, from K-12 entities to postsecondary partners, it generally does not allow sharing of information in the opposite direction. Consequently, postsecondary student data cannot be shared with the K-12 schools and agencies in most states, even for evaluation and analysis. This means that K-12 schools and agencies in most states cannot determine which of their former high school students were placed in remedial classes when they enrolled in postsecondary institutions. States lobbied the U.S. Department of Education (USDOE) in 2010 to remove the barriers created by FERPA and allow state data to be used in ways that would protect student privacy but that also would contribute to high-quality policy making. In response to state concerns, the USDOE published proposed regulation changes to FERPA in early 2011 that would remove the barriers to data exchange among state agencies, while still providing for protection to student privacy. States are awaiting final regulations from the USDOE, expected late in 2011, after the public comment period has expired and final deliberations are complete. State policy makers can support these efforts in their own states by ensuring that state policies do not hinder or restrict effective data use among agencies and education levels. Policy makers need to help identify and remove any barriers that prohibit linking and analyzing education data across the pre-K-20 education pipeline.
2. **Data Quality Campaign Recommendations**—As stated on their website, the Data Quality Campaign (DQC) is a national, collaborative effort to encourage and support state policy makers to improve the availability and use of high-quality education data to improve student achievement. The campaign provides tools and resources that will help states implement and use longitudinal data systems, while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focused on improving data quality, access, and use. The effort was established in November 2005, by ten founding organizations to improve the collection, availability, and use of high-quality education data. The campaign expanded to include over 50 organizations across the country. The first three years of the

campaign focused upon building the political will for states to implement the 10 essential elements of a longitudinal data system. With the SAIN system, Nevada had already met most of these elements, although two items remain to be met. Beginning in 2010, the campaign's primary focus shifted toward helping states identify and put in place the necessary policies and practices so that key stakeholders actually use longitudinal data to help students succeed. The DQC is funded by philanthropic grants and contributions from the Bill & Melinda Gates Foundation, the Michael & Susan Dell Foundation, the Lumina Foundation for Education, AT&T, and the Birth to Five Policy Alliance. Additional support over the DQC's history has been provided by the Broad Foundation, the Pew Charitable Trusts, and Casey Family Programs.

3. **Linking RPDP and Teacher Training Data within SAIN**—During a budget hearing for Nevada's 2011 Legislative Session, Assemblywoman Debbie Smith asked about the connections between teachers and the Regional Professional Development Program (RPDP). The Superintendent of Public Instruction, Keith Rheault, indicated that those connections were not currently a part of the SAIN program. The Department was not currently working to connect the RPDPs within the teacher information database, but if it became a priority and was funded, the Department would be able to begin inputting training data. He noted that in the State of Utah, school districts recorded teachers' training, thereby streamlining the teacher licensing and relicensing process. Ms. Smith commented that it seemed reasonable to connect the RPDPs to teachers because the Legislature had always funded and valued the RPDPs.
4. **Miscellaneous Concerns**—Other less-defined issues identified by the Legislature in the past include:
  - The danger of focusing upon the process versus the expected outcome;
  - Willingness of the State to mandate standardized protocols, practices, and systems;
  - A potential review of pre-NCLB State initiatives, including a movement to require districts to utilize a single system, such as NWEA's "level tests," providing classroom teachers with standards-linked tests, and policy makers with growth data, and a large enough test question sample size to provide national norms; and
  - Shifting to all-electronic test-taking, versus paper and pencil tests.

## RELATED ACTIVITIES BY OTHER NEVADA ENTITIES

Other than the P-16 Council, there are three groups at work during the 2011-2012 Interim period that may have connections to or may be reviewing the status of Nevada's student information system. These entities include:

- **Nevada Teachers and Leaders Council**—Nevada's Department of Education is charged with making recommendations to the State Board of Education for the establishment of a statewide performance evaluation system for teachers and administrators employed by school districts. The State's Automated System of Accountability Information for Nevada (SAIN) is used to track the achievement of pupils over time and to identify which teachers are assigned to individual pupils. The information is required to be considered, but must not be the sole criterion, in evaluating the performance of or taking disciplinary action against an individual teacher or other employee.
- **Accountability Redesign Workgroup**—As part of its application for a waiver from certain requirements within No Child Left Behind, Nevada's Department of Education has convened a workgroup to revise the State accountability system to incorporate a student academic growth component. This structure will likely make significant use of the longitudinal student data within the SAIN system.
- **Interim Legislative Activity**—The interim Legislative Committee on Education may raise the issue when it considers the proposed reauthorization of the federal Elementary and Secondary Education Act, or as part of its regular review of significant interim education activities.

## SELECTED STATUTORY CITATIONS

Several statutory provisions may be helpful in understanding the SAIN system. Following is an annotated list:

- **Sharing data with the Nevada System of Higher Education**—(Subsection 5 of NRS 386.650): "The Department may, to the extent authorized by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, enter into an agreement with the Nevada System of Higher Education to provide access to data contained within the automated system for research purposes."
- **Authority for SAIN, duties of school districts and State Superintendent of Public Instruction**—Subsection 2 (school districts) and subsection 3 (State Superintendent) of NRS 386.650 spell out the duties of the responsible parties for collecting, providing, and maintaining data in a form and manner established by the State Superintendent. Parallel



regulations for charter schools are contained within Section 386.365 of the *Nevada Administrative Code*.

- **Use of SAIN Student Achievement Data to evaluate certain educational personnel—** (Subsection 1 of NRS 386.650): Among other things, provides that the information in the SAIN linking student achievement data to teachers must account for at least 50 percent, but must not be the sole criterion, for evaluating the performance of a teacher or other educational employee.

#### SELECTED REFERENCES

“Nevada: 2010 DQC State Analysis” Data Quality Campaign, updated October 2011  
<http://www.dataqualitycampaign.org/stateanalysis/states/NV/>.

“Using Student Achievement Data to Support Instructional Decision Making.” National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, September 2009.

“Family Educational Rights and Privacy: A Proposed Rule by the Education Department on 04/08/2011.” *Federal Register* — <http://www.federalregister.gov/articles/2011/04/08/2011-8205/family-educational-rights-and-privacy>.

# **OVERVIEW OF NEVADA'S K-12 PUBLIC SCHOOL STATEWIDE STUDENT INFORMATION SYSTEM**

NOVEMBER 2011

H. PEPPER STURM  
RESEARCH DIVISION  
LEGISLATIVE COUNSEL BUREAU

## **SMART-Statewide Management of Automated Records Transfer**

Approved by the 1995 Legislature

## What Was Promised-In General...

- Ready access to useful educational data at all levels;
- A comprehensive statewide data set with quality, uniform data available for educational accountability, program improvement, educational research, and planning; and
- All parties would be more responsive to students, parents, and the public.

3

## What Was Promised – for each party...

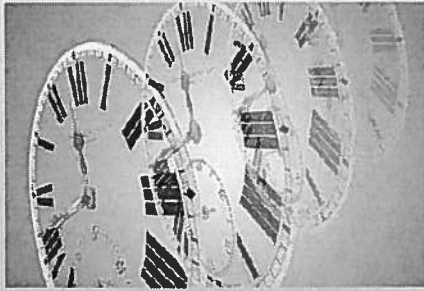
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|--|---|
| <ul style="list-style-type: none"><li>■ Disaggregated data concerning educational programs;</li><li>■ Longitudinal data concerning such things as student safety and dropout rates;</li><li>■ Post-graduation outcomes for students;</li><li>■ School district and State progress toward reform goals;</li><li>■ A replacement for the hand-count system of compiling district and State-level accountability reports; and</li><li>■ Multiple uses for SMART equipment for State-level programs, including education technology, including distance education.</li></ul> | <ul style="list-style-type: none"><li>■ Latest hardware and software district-wide;</li><li>■ Streamlined system for State and federal reports;</li><li>■ Timely response to data inquiries;</li><li>■ Schools and districts would be able to share electronic transcripts for transfer students;</li><li>■ Support for policy and goals at district level;</li><li>■ Perform daily functions more efficiently;</li><li>■ All students would receive appropriate services in a prompt manner;</li><li>■ Support for site-based decision-making;</li><li>■ Reduced paperwork burden; and</li><li>■ Ability of teacher to make informed decisions in the classroom.</li></ul> |
|--|---|

**State**

**School Districts**

4

## So we waited

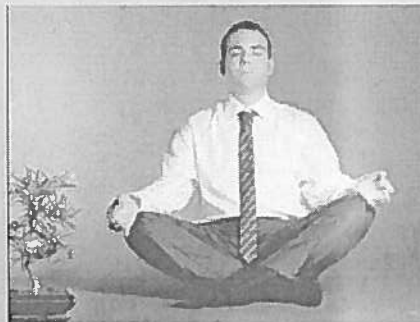


- Phase I – pilot in 6 districts
- Phase II – expansion to all 17 districts

5

## ....and waited

- Phase III – Additional Clark County funds, resolving technical issues
- Phase IV – Expand to charter schools, solving more technical issues



6

## ...and finally the Legislature had waited long enough



- Nearly \$25 million expended by 2003;
- Significant technical considerations;
- New State and Federal reporting requirements

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## SAIN (System of Accountability Information for Nevada)

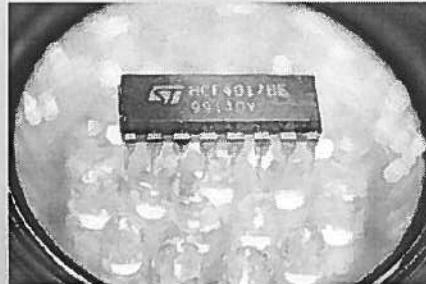


- Otis Educational Systems solution-integrating data from multiple sources;
- Web-based report cards for State, district, and school levels

8

## SAIN

- Federal grants
- Enhanced technical staffing
- Linking to teacher database
- Future linkages to higher education



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## Outstanding Issues

- FERPA regulations
- Data Quality Campaign Recommendations
- Linking RPDP and Teacher Training Data

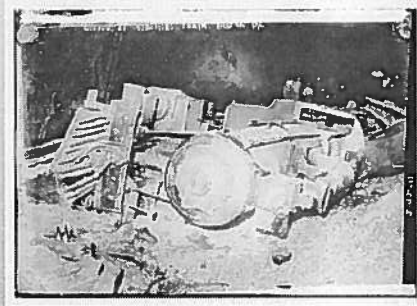


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## Future Issues - First, let's avoid a train wreck

- Miscellaneous concerns:

- Process vs. outcomes
- Standardization
- NWEA
- Future technological advances



11

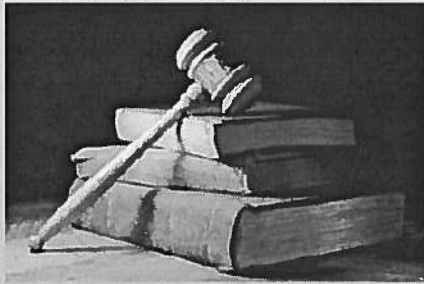
## Activities by Other Groups

- Nevada Teachers and Leaders Council
- Accountability Redesign Workgroup
- Interim Legislative Activity



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## Nevada Revised Statutes 386.650



- NRS 386.650(5) Linkage with Nevada System of Higher Education
- NRS 386.650(2-3) SAIN, district & State authority and responsibilities
- NRS 386.650(1) Use of SAIN for evaluating educational personnel

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Thank you



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## Attachment D

### Overview of Nevada's SMART and SAIN Education Data Systems

## From SMART to SAIN and Beyond

 Nevada Department of Education



Glenn Meyer  
IT Director  
Nevada Department of Education

## History of Data Collection

- ▶ US Department of Education has focused much of its attention on SLDS projects and their ability to collect and report on P20 data.
- ▶ Longitudinal data that spans a person's education can show trends, serve as indicators, provide transitional information and deliver feedback necessary to allow for early intervention.
- ▶ Building a single SLDS allows states to easily report and share information by using common data standards and secured data transfer between entities.

## From SMART to SAIN

- › The need to develop an electronic transcript that would allow an automated transfer of students records was the impetus for the Student Management, Assessment and Record Transfer system (SMART).
- › SMART was a failure. Legislature pulled funding for the project. However, it was successful in creating the foundation for the first Nevada Longitudinal Database.
- › In 2007 the US Department of Education announces a grant opportunity for states to build longitudinal database systems.
- › Nevada applies to try and complete the SMART system and is awarded a three year, \$6M grant to construct a Nevada SLDS.
- › NDE hires a project manager to direct the SLDS development. The SMART project gets re-named to SAIN and re-scoped to meet the requirements of the SLDS grant.
- › State constructs the SAIN system over the next three years.
- › NDE applies for and receives two non-monetary, time only extensions, extending the grant an additional 18 months.

## What is SAIN?

- › SAIN is a data collection and storage warehouse that collects student and school level data over a period of time.
- › SAIN collects data from every district and charter school every night via an automated process that batches the data at the local district level and transfers that data to NDE.
- › Data is then “mapped” to common data elements within the ODS (operation data store) database.

## What is SAIN? (con't)

- Mapping data elements made up the majority of the early SAIN development.
- Currently SAIN maps over 900 unique data elements from Power School, SASE, and Infinite Campus local student information systems.
- Clark County is currently seeking a replacement LSIS. If Clark chooses a different vendor than above, a large NDE mapping effort will be required to map all elements from the new system.

## What data are in SAIN?

- Longitudinal student level data from 2005 to present.
- Data includes enrollment, demographic, assessment, attendance, discipline, course completion, transcript, graduation, drop-out, ACT/SAT (currently in dev.), teacher and school elements.
- Nevada has 9 of the 10 essential data elements as surveyed by the Data Quality Campaign.
- <http://dataqualitycampaign.org>

## What is Bighorn and is it SAIN?

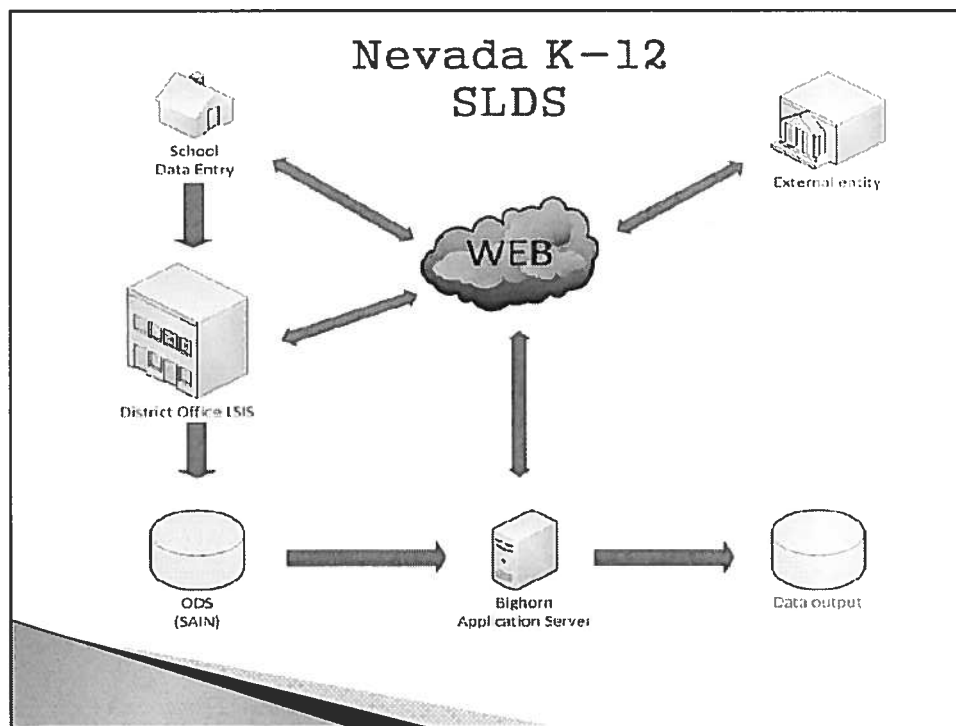
- Bighorn is a Microsoft SharePoint WEB portal, built by NDE to access and display the data in SAIN.
- Bighorn contains the applications that access the data and transform that data into useful information.
- Bighorn is part of SAIN and is part of a flexible platform that allows NDE to leverage the data collected.

## What does Bighorn do?

- NDE has developed over ten application in Bighorn that have automated previous labor intensive business processes.
  - AYP app. that automates the AYP and appeal process
  - Assessment applications that allow for the loading of assessment results, the pre-identification of students to be tested and soon ACT/SAT results
  - EDEN processing and reporting application
  - Electronic transcript application
  - Teacher licensing application
  - Automated Count Day Certification of Enrollment

## Additional features in Bighorn

- ▶ The Bighorn portal serves as the security model entry point and provides user level access to only the appropriate data.
- ▶ Bighorn contains on-line training materiel on all the applications as well as how to obtain an ID, a data dictionary and a catalog of available applications.
- ▶ Bighorn facilitates statewide communication as well by containing a shared file system, a blog spot and a Live Meeting WEB conferencing application.



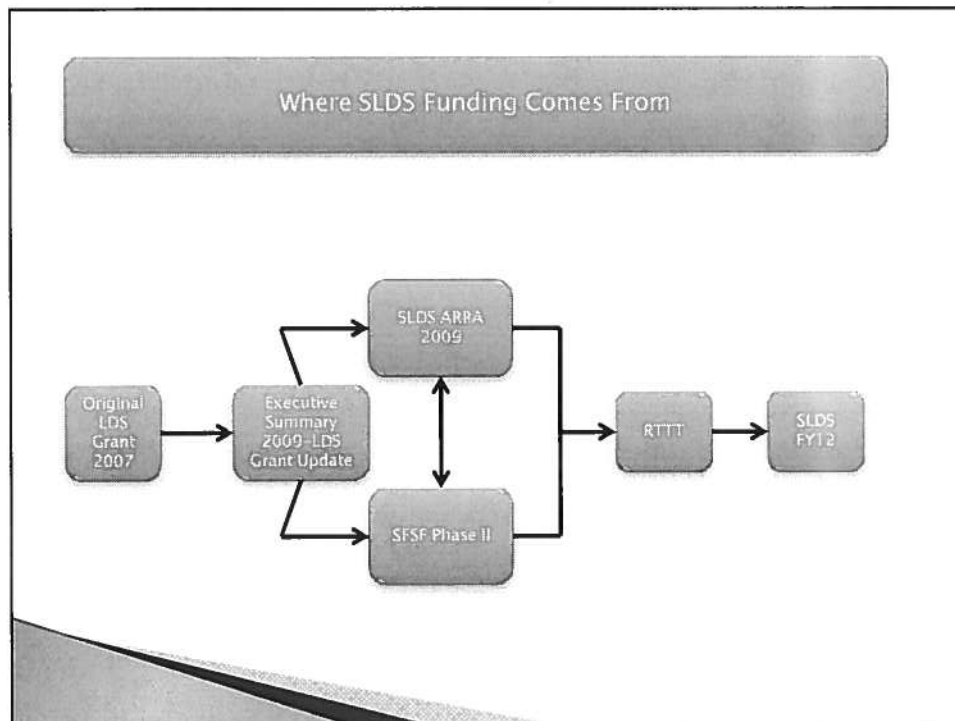
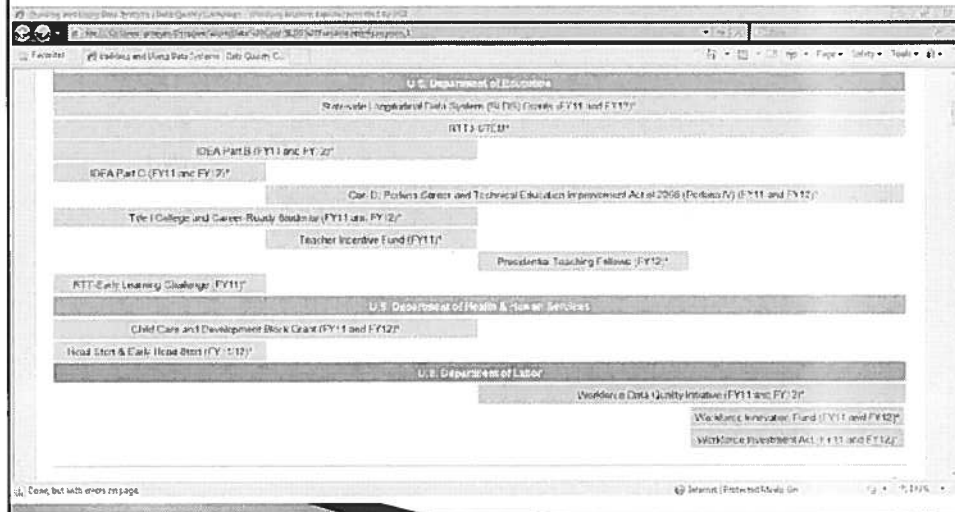
## What's the catch?

- Although SAIN and Bighorn do some amazing things there are challenges to overcome.
- SAIN does not filter data. All data, good or bad is collected and committed to the ODS.
- Once in ODS NDE creates Data Validation Reports (DVR's) for data that may be incomplete. These errors require remediation at the local level.
- DVR's need to be expanded and district input is required. Timely correction is necessary.

## What else is wrong with SAIN?

- Bad data leads to inaccurate reporting and a lack of confidence in the system.
- There is a two day delay between when a district commits data to their local system and when the change appears in SAIN.
- SAIN does not contain CTE or Special Ed. data
- SAIN does not contain financial data
- Although SAIN has 9 of the 10 essential data elements, it only produces 2 of the 10 essential actions assessed by the Data Quality Campaign in 2010.
- The system to assign a statewide Unique Student Identifier (UID) needs updating.

# P20 Grant Funding Sources





## GRANT FOCUS – CAN ONLY CHOOSE ONE

### › PRIORITY 1 – K-12

To design, develop, and implement a statewide longitudinal data system for kindergarten through grade 12 data system. (*maximum grant award \$5 million*)

### › PRIORITY 2 – EARLY CHILDHOOD DATA

Grants under this priority may be used to develop and link early childhood data with the State's K-12 data system. (*maximum grant award \$4 million*)

### › PRIORITY 3 – POSTSECONDARY AND/OR WORKFORCE DATA

Grants under this priority may be used to develop and link postsecondary and/or workforce data to the State's K-12 data system. At a minimum, this must include the postsecondary data required by the America COMPETES Act elements and "states are encouraged to develop their own postsecondary data and not simply purchase this data from an organization external to the agencies partnering under this application." (*maximum grant award \$4 million*)

## DATA USE DELIVERABLES

### › *K12 Feedback.*

- A successful system is capable of providing feedback reports to K-12, such as high school feedback reports, to inform secondary institutions on the success of their former students in postsecondary education and/or the workforce.

### › *Consumer Information.*

- A successful data system is capable of generating useful consumer information to assist current and future postsecondary students and their parents make informed choices about enrolling in postsecondary institutions. A method for making these consumer data available (by institution and/or program) to the public should be considered, such as a consumer information website.

### › *Postsecondary Feedback.*

- Possible postsecondary feedback reports include system transfer and completion reports on students who leave their institutions before graduating to transfer to another institution or enter the workforce. Job placement reports to provide institutions feedback on graduates entry into the workforce as well as on the fields in which graduates are employed and their earnings.

## Challenges ahead

- Assigning a unique student identifier that will stay with a student from pre-K through secondary education.
- Identify common assessment and course information and standardize across P-20 districts and agencies.
- Establish a unique teacher identifier that will include pre-K and post secondary educators.
- Building a data collection system for institutions outside the State, District or Charter network.
- Creating a State funded SLDS sustainability plan.

## Creating a Common Language

- Revitalize and expand the Data Collaborative to include representation from Districts, Charter Schools, Pre-K and Higher Ed. to define how data will be collected and how feedback will be delivered.
- Adopt Common Education Data Standards (CEDS) and course codes throughout P16.
- Determine the business rules behind the teacher of record and agree on a statewide P16 definition.
- Create meaningful transition and feedback reports that identify important indicators.

## What does the future look like?

- <http://dataportal.cpe.ky.gov/hsfr.shtm>
- <http://www.texasstudentdatasystem.org/dcd/>
- <http://data.fl DOE.org/readiness/>

## Thank You

- Questions ???
- Comments...
- Contact Info

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## Attachment E

### Overview of CCSD Student Information System Data

November 9, 2011 P-16 meeting

## **CCSD STUDENT INFORMATION SYSTEM DATA**

### **WHAT COMMUNICATION BETWEEN DATA SYSTEMS AT THE STUDENT/TEACHER LEVEL CAN TELL US:**

- ✕ student level data will be able to tell us what schools and teachers are doing well in delivering the needed curriculum and which need assistance
- ✕ how our magnet schools, Career and Technical Academies, and comprehensive high school students are doing once they reach post-secondary education or enter the workforce
- ✕ with whom we need to coordinate/communicate to ensure students are receiving the instruction required for success in the workforce

## **WHAT COMMUNICATION BETWEEN DATA SYSTEMS AT THE STUDENT/TEACHER LEVEL CAN TELL US:**

- ✕ Weaknesses in our K-12 curriculum
- ✕ Which higher education programs and classes best prepare new teachers for success in the classroom

## **STUDENT DATA COLLECTED IN CCSD STUDENT INFORMATION SYSTEM**

- ✕ Last name
- ✕ First Name
- ✕ Middle Name
- ✕ Appendage
- ✕ Birth date
- ✕ Grade level
- ✕ Gender
- ✕ Student number
- ✕ Status Date
- ✕ Status Code (Enter and/or Leave)
- ✕ Enrollment history
- ✕ English Proficiency code
- ✕ ELL Language coding (original language, spoken, correspondence)
- ✕ Special Education codes
- ✕ Eligibility, placement, grade equivalent, subprogram, exit date, exit reason

## **STUDENT DATA COLLECTED IN CCSD STUDENT INFORMATION SYSTEM**

- × Gifted and Talented (GATE) indicator
- × GATE & Highly Gifted indicators
- × Title I indicator
- × Low socio economic status (SES) indicator (current year only)
- × Teacher student assigned to (Elementary)
- × Special education teacher of record
- × Residential address
- × Mailing address
- × Residential telephone
- × SSN (last four digits if provided by parent)
- × Ethnic code
- × Race codes
- × Year of graduation (cohort)

## **STUDENT DATA COLLECTED IN CCSD STUDENT INFORMATION SYSTEM**

- × Opt out of 21<sup>st</sup> Century Course of Study indicator
- × Restrict Directory Information indicators
- × Health/disability (non special ed e.g., allergies, asthma)
- × Birth Country (if immigrant)
- × Date of US School entry if immigrant
- × Section 504 indicator
- × Homeless indicator (current year only)
- × American Indian indicator (e.g., member of tribe)
- × Military Compact indicator (only if special exceptions were made)
- × GearUp Program indicators (UNLV & State sponsored)
- × Absences & tardies
- × Immunization records
- × Parent guardian information including employer
- × Emergency contact names and telephone numbers

## **DISCIPLINE DATA COLLECTED IN CCSD STUDENT INFORMATION SYSTEM**

- × Infraction
- × Disposition
- × School at which infraction occurred

## **TEACHER DATA COLLECTED IN CCSD STUDENT INFORMATION SYSTEM**

- × Last name
- × First name
- × Middle name
- × SSN (last 4-digits if provided)
- × 3-digit location code with teacher identifier number
- × Short Name
- × CCSD employee number
- × License number
- × Room number
- × Funding source of all day kindergarten teachers
- × Long-term substitute indicator



## **COURSE FILE DATA COLLECTED IN CCSD STUDENT INFORMATION SYSTEM**

- × Course number
- × Course title-short
- × Course title-long
- × Term Duration
- × Grade levels authorized to take course
- × Amount of credit that can be earned
- × Subject area that course satisfies for graduation credit
- × NCES course number
- × Career/Technical Ed indicators
- × CIP Code
- × Course Level
- × Articulation

## **QUESTIONS**

- × Contact Information:  
sdaellenbach@interact.ccsd.net

## Attachment F

### Overview of Data Sharing Between NSHE, NDE and DETR



## Data Sharing: NSHE, NDE and DETR

For Presentation to the  
P-16 Council  
November 9, 2011

Crystal Abba, Associate Vice Chancellor  
Nevada System of Higher Education

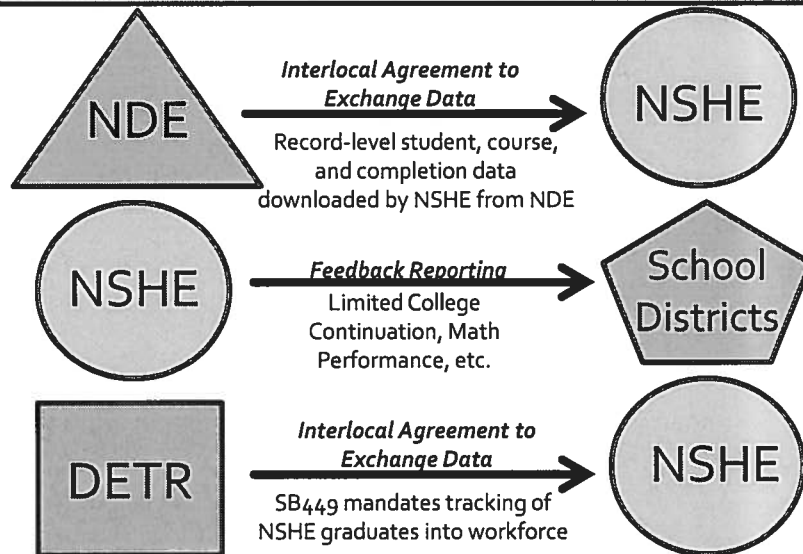


## History of Current Data Sharing

- Interlocal agreements - established in 2005 between NSHE and NDE and between NSHE and DETR allowing data to be exchanged
- WICHE meeting, December 2008 - *Fostering Collaborative State-Level Education and Workforce Database Development*
- Data Exchange with NDE annually to exchange record-level data including demographics, course enrollments, completions data
- Data exchange with DETR to meet requirements of SB449 (Chapter 397, *Statutes of Nevada 2011*)

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## Current Data Exchange



3

## Current Data Sharing

- Reporting by NSHE using the shared data include:
  - College continuation rate calculations
  - Tailored high school feedback reports that include:
    - Performance of students at NSHE institutions
    - High school English and math coursework tied to the first English or math course taken at a NSHE institution (including remedial)

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## Current Data Sharing

- Data exchanges are manual processes
  - NDE originally via CD; currently an electronic push from NDE
  - DETR via physical exchange of data
- The NDE dataset is stored on a secure hard drive accessible to NSHE staff member responsible for the production of reports.

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## Current Data Sharing

- Students are matched to the NSHE data warehouse through a time-consuming and manual effort
- NSHE established a policy that requires institutions to collect student high school identifiers issued by Nevada high schools to facilitate matching between the systems.

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## Problems with Current Data Sharing

- Capacity of DETR, NSHE, and NDE to meet the demand for data is limited
- Security of student data limits access of the data to NSHE staff
- Resources limit what can be reported

7

## Problems with Current Data Sharing

- Infrastructure and cost prohibit availability of the data beyond NSHE
- Electronic solution needed to match student records across systems and all three agencies

**Matching of student records is critical for data integrity!**

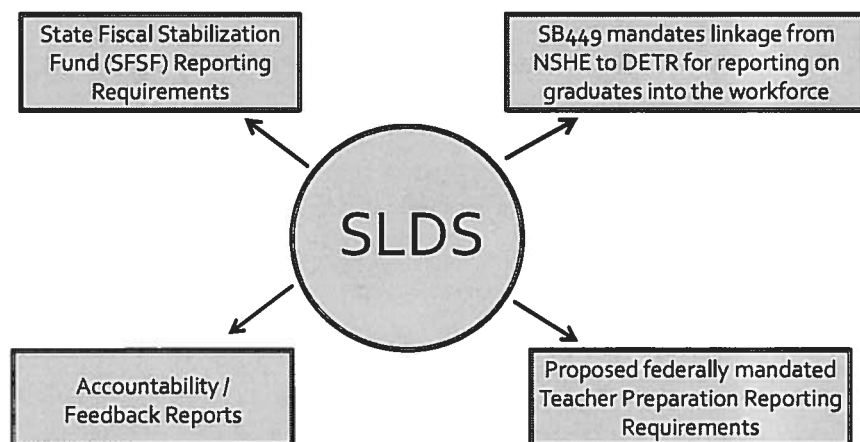
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## Family Education Rights and Privacy Act (FERPA)

- Current FERPA regulation permit educational agencies like the NDE to share student-level data for research and program evaluation purposes
- Proposed changes to FERPA regulations will further open the door to data exchange between educational agencies, post secondary education and non-education agencies

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## Why Nevada needs an inter-agency SLDS



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## What we can do with an SLDS

- Evaluate student performance on high school proficiency exams, high school enrollment patterns, scores on post-secondary entrance and placement exams, and the relationship to college continuation and performance including remedial and college-level math and English placement and success.
  - Instructional and curricular improvement.
  - College- and career-ready indicators and graduation reports.
- Link teacher performance to teacher training program and student achievement.

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## What we can do with an SLDS

- Detailed, customizable reports on enrollment progression including demographic, PreK-20, and workforce variables.
  - Analysis of data on students who do not continue into post-secondary education.
  - Analyze employment of college graduates by field.
- Enhance understanding of the relationship between education and industry with a state-specific focus.

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